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NOTES AND NEWS

One indirect result of the Collingwood school fire in Cleveland has been a more careful investigation of conditions in several cities. Building Superintendent Snyder reports to the New York Board of Education that 429 schools in Greater New York are not fully fireproofed. Sixty million dollars would be required to put them in perfect condition, while three million is immediately necessary to make the buildings conform to actual fire-regulations.

At the advisory council of the National Congress of Mothers, held in Washington on March 14, a letter from Commissioner of Education Brown was read indorsing the use of school buildings for neighborhood meeting purposes. The letter was received with decided approval by the meeting, and by the presiding officer, President Roosevelt. The Congress has stood throughout for such a use of school buildings as facilitating the participation of parents in the social life of their children.

The eight hundred teachers of the Philippines are to hold an institute, and the government is sending a commission of four prominent educators to address them on general educational subjects. The members of the commission represent three college departments, English, anthropology, and political science, and the more narrowly "educational" attitude of Teachers' College. They sailed from San Francisco early in March. The eight hundred teachers whom they are to address are about half natives. The institute is to be held a short distance outside of Manila.

The Summer School of Ethics, intended for principals and teachers, as well as for settlement workers and all who are interested in ethical education, has been removed from Plymouth to Madison, Wis. One of the topics to be treated is that of ethical values in literature and in school festivals. The summer school is held under the American Ethical Union, and offers its courses in July.

"The total number of Japanese students in America outnumbers proportionately the student body of any other foreign element," says the *Outlook*. About a hundred of them are sent by the Mombusho, or Department of Education in Japan. These students receive a thousand dollars a year for expenses, with three or four hundred additional for the cost of the journey. The Mombusho is also very liberal in money for special investigation. Japan is adopting a very far-seeing plan for the development of its national supremacy, commercially, intellectually, and otherwise.

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State secondary education for girls has only been given in France for about twenty-five years, says an article in the *Educational Review*. The course comprises five years of work, from the age of twelve to seventeen. The curriculum, while not as broad as the coeducational high schools of our country, has so much more content than the old convent system of education that it fought for a long time with the prejudice against "pedantic" women. Snobbishness counted more than anything else against the new schools. Many anticlerical politicians scorned the state schools for their own daughters, and chose a convent education for them for social reasons. But the number of pupils has grown from 1,200 in 1881 to 34,262 in 1907.

The *Educational Review* contains a comparative study of minimum salary legislation. This legislation sometimes fixes a single minimum, sometimes a series of minimums. In the latter case the minimums may be based on grades of position and work, as in New York, or on grades of qualification, as in Indiana. The author points out the dangers of the latter method. It sometimes leads to a deliberate choice of less qualified teachers, so that State Superintendent Cotton of Indiana remarks: "Many teachers request county superintendents to lower grades of licenses, so the trustees will give them employment." The same danger is found in basing salaries rigidly on the time of service. It promotes a tendency to discharge the more expensive teachers.

Aesthetic development is the only possible ground for a study of the classics in these days, says Ivy Kellerman in the *Educational Review*. We no longer get our science and philosophy from the Greeks. Moreover, we can gain a better acquaintance with Hellenism from English treatises and translations than the average person gains from the originals. The question then remains, how much aesthetic development the usual course in the classics furnishes.

The Pittsburg method of stimulating high-school attendance is to send a beautiful little pamphlet of twenty-six pages, issued by the principal and the heads of departments, to the parents of seventh- and eighth-grade children. When one considers the absolute ignorance of high-school opportunities which often prevails, especially among the foreign population, this method would seem to contain a valuable suggestion.

"We have tended to proceed on the assumption," says President Roosevelt in his address to the Washington educational meeting, "that the educational man was to be educated away from and not toward labor. I trust that more and more our schools will train toward the farm and the workshop."

In view of the opposition often expressed by labor unions to trade schools, it is pleasant to learn of a hearty indorsement of such schools by the Society of Master Painters and Decorators in Massachusetts. Still

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better is the fact that they passed a resolution favoring the supervision of such schools by the state industrial commission and asking no hand in the matter for themselves.

The Board of Education in England has issued statistics on the teaching of Latin in secondary schools. In any state-aided secondary school in which two languages other than English are taught, one is to be Latin. Yet the amount of emphasis and specialization on this language is seen to be steadily decreasing. The board urges that no boy begin Latin before the age of ten, and without a thorough grounding in English.

One of the most urgent questions in English secondary education is, according to M. E. Sadler in *Indian Education*, the reform of the curriculum in the preparatory schools which teach boys of 10 to 14 years of age. This curriculum is at present spoiled by undue specialization in the classics. At the last conference the head-masters of Eton and Winchester laid the blame for this on the antiquated character of entrance requirements at the great

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public schools and proposed a resolution for lowering the standard of the Greek requirement. But "lowering of standards" never has a popular sound, and the motion was rejected.

"With the establishment of the chair of Secondary Education, first in Georgia and later in six other state universities, has begun a new era in high-school development in the South." The *Southern Educational Review* contains an account of the kind of work attempted by this department. Special courses of study are given to train department heads for high schools, and these courses seem to be quite successful. The professor of secondary education also aims to establish relations with nearby high schools through systems of extension lectures given by different professors of the university.

A collection of letters on the subject of university inspection of high schools appears in the *Southern Educational Review*. All mention the decided advance in secondary education produced by the possibility of becoming accredited to good universities. Added to this some note the effect on

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the universities themselves, in showing the necessary limitations of the high school and in inducing more reasonable entrance regulations.

Ingenious use of native material is shown by the Japanese use of bamboo in place of the more expensive glass-tubing, for much of the apparatus used in the teaching of physics.

The comparative wage-earning of the graduates of elementary grades, high schools, and colleges are, according to Dr. Harris, U. S. commissioner of education in the proportion of 1, 2, and 3.

A study of current events in the high school is recommended most strongly in an article in the *Teacher's Journal*. The author thinks it would "break down the isolation of the school," and enrich scholastic work along geographical, sociological, and civic lines, besides teaching the power of organizing current reading. He would not, however, have it made an additional subject in the curriculum, but taught in connection with other work.